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ABSTRACT

Presented is a description of services provided by the Indian Education Program of Clark County School District (Nevada) to approximately 475 American Indian students and their parents. Program objectives for the 1981-82 school year included: third and sixth grade students receiving tutorial services will increase their reading and math skills to meet State competency standards; second through sixth grade students receiving tutorial services will increase their reading and/or math skills to approach District means; 80% of eleventh and twelfth grade students receiving career guidance and counseling services will demonstrate career and/or continuing education goals; parents participating in parent and/or parent/student activities will respond favorably to program activities; and seventh through ninth grade students receiving tutorial services will increase reading and/or math skills to show gains of one or more grade equivalents. Each of the five objectives is described in detail outlining activities in obtaining the objective, an evaluation of the process, and results. Appendices contain program forms, test results, the Vocational Interest Inventory, student counseling evaluation form and results, cultural activities calendar and participants, parent evaluation form, and parent contact information form. (ERB)

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CLARK COUNTY
SCHOOL DISTRICT

INDIAN EDUCATION COMPREHENSIVE PROGRAM

End of Year Report

July 1982

Fiscal Year 1982

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1196

INDIAN EDUCATION GRANT PERFORMANCE REPORT

GRANT NUMBER
N008100763

NAME AND ADDRESS OF GRANTEE (include ZIP code)

Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89121

TYPE OF PROGRAM (check appropriate box)
- [X] PART A, LEA
- [ ] PART B
- [ ] PART A, NON-LEA
- [ ] PART C

REPORT PERIOD

FROM (month, day, year)	TO (month, day, year)
07-01-81	06-30-82

PART I - PARTICIPATION

A. NUMBER OF STUDENTS PARTICIPATING BY PROGRAM, BY FUNCTION, OR BY ACTIVITY DURING THE CURRENT REPORTING PERIOD	EDUCATION LEVEL					
	PARTS A OR B			PART C		PART B
				ADULT		
	PRE-SCHOOL	K-6	7-12	GED	OTHER	TRAINEES
1. Public		230	220			
2. Non-public		9	6			
3.						
4.						
5.						
6.						
7.						
8. TOTAL PARTICIPATING (sum of lines 1 through 7)		239	226			
B. NUMBER OF PARTICIPANTS ENTERING PROGRAMS (for July 30 report only)		225	218			
C. NUMBER OF PARTICIPANTS CARRIED OVER FROM PREVIOUS REPORTING PERIOD (for July 30 report only)		8	6			

D. TRAINING FOR STAFF DEVELOPMENT THIS REPORTING PERIOD

STAFF RECEIVING IN-SERVICE TRAINING	NUMBER	TOTAL NUMBER OF HOURS	STAFF RECEIVING PRE-SERVICE TRAINING	NUMBER	TOTAL NUMBER OF HOURS
PROFESSIONAL STAFF	3	20	PROFESSIONAL STAFF	0	0
NON-PROFESSIONAL STAFF	4	24	NON-PROFESSIONAL STAFF	2	16

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PART II - PROJECT STATUS *(Attach as many sheets as necessary to add all milestones)*

A. LIST EACH MILESTONE AS SET FORTH IN THE APPLICATION AND UNDER THE COMMENTS FOR EACH, DESCRIBE PROGRESS TO DATE INCLUDING USAGE OF MEASURABLE TERMS WHENEVER POSSIBLE.

MILESTONE I

During the 1981-82 school year, third and sixth grade students who receive tutorial services will increase their reading and math skills such that 75 percent of more of the students meet State competency standards, evidenced by test results of the appropriate reading and math sections of the Stanford Achievement Test administered to the students in the spring of 1982.

B. PERCENTAGE OF MILESTONE COMPLETED: 100%

C. PROBLEM AREA *(use a-e in Part III)*:

COMMENTS:

MILESTONE II

During the 1981-82 school year, second through sixth grade students who receive tutorial services will increase their reading and/or math skills such that 80 percent or more of the students score within one standard deviation of the District means in reading and/or math, evidenced by results of the Clark County School District Reading and Math Criterion-Referenced Tests administered to the students in the spring of 1982.

B. PERCENTAGE OF MILESTONE COMPLETED: 76%

C. PROBLEM AREA *(use a-e in Part III)*:

COMMENTS:

MILESTONE III

During the 1981-82 school year, 80 percent of the eleventh and twelfth grade students who receive career guidance and counseling services will demonstrate career and/or continuing education goals, evidenced by results of a locally developed student questionnaire administered in the spring of 1982.

B. PERCENTAGE OF MILESTONE COMPLETED: 100%

C. PROBLEM AREA *(use a-e in Part III)*:

COMMENTS:

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PART II - PROJECT STATUS (Attach as many sheets as necessary to add all milestones.)

A. LIST EACH MILESTONE AS SET FORTH IN THE APPLICATION AND UNDER THE COMMENTS FOR EACH, DESCRIBE PROGRESS TO DATE INCLUDING USAGE OF MEASURABLE TERMS WHENEVER POSSIBLE.

MILESTONE IV

During the 1981-82 school year, parents who participate in parent and/or parent/student activities will respond favorably to program activities such that a mean score of 3.0 on a 4.0 Likert-type scale is obtained, evidenced by results of a locally developed parent questionnaire administered in the spring of 1982.

B. PERCENTAGE OF MILESTONE COMPLETED: 100%

C. PROBLEM AREA (use a-o in Part III)

COMMENTS

MILESTONE V

During the 1981-82 school year, seventh through ninth grade students who received tutorial services will increase reading and/or math skills such that 75 percent or more of the students show gains of one or more grade equivalents, evidenced by a comparison of pretest and posttest results on the Peabody Individual Achievement Test and/or the Wide Range Achievement Test, as appropriate.

B. PERCENTAGE OF MILESTONE COMPLETED: 100%

C. PROBLEM AREA (use a-o in Part III)

COMMENTS

MILESTONE

B. PERCENTAGE OF MILESTONE COMPLETED

C. PROBLEM AREA (use a-o in Part III)

COMMENTS

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NAME OF GRANTEE

Clark County School District

GRANT NUMBER

N008 100763

PART III - PROBLEM AREAS

A. INDICATE AREAS IN WHICH YOU HAVE HAD DIFFICULTY IN ACCOMPLISHING ANY OF THE FOLLOWING BY PLACING THE APPROPRIATE NUMBER IN THE BOX PRECEDING THE STATEMENT. IF ANY OF THE BOXES ARE INDICATED AS "4," EXPLAIN IN COMMENTS BELOW. *(1 - no difficulty, 2 - some difficulty/problem resolved, 3 - some continuing problems, 4 - serious problem(s) not yet resolved)*

2	a. NEEDS ASSESSMENT	2	i. COLLECTING REQUIRED DATA AND DOCUMENTATION
1	b. IDENTIFYING SERVICE POPULATION	1	j. KEEPING NECESSARY RECORDS
1	c. RECRUITING STAFF	1	k. MANAGING PROJECT FUNDS AND/OR CONTROLLING EXPENDITURES
1	d. RECRUITING PARTICIPANTS	1	l. REPORTING REQUIREMENTS
1	e. DEVELOPING OR ACQUIRING MATERIALS AND/OR EQUIPMENT	1	m. PAYMENT SCHEDULE *(request for advance/reimbursement)*
1	f. GETTING ACTIVITIES STARTED	3	n. SOLICITING COMMUNITY INVOLVEMENT *(e.g., attendance at meetings)*
1	g. PROVIDING SPECIFIC SERVICES		o. OTHER *(specify)*
2	h. SUSTAINING LEVEL OF ACTIVITY		

B. DO YOU WANT TO DISCUSS ANY OF THE ABOVE WITH INDIAN EDUCATION AFFAIRS PROGRAM STAFF? *(check one)*

☐ YES ☒ NO

C. DO YOU FEEL A SITE VISIT MIGHT BE REQUIRED? *(check one) (If "YES," state nature of your request under COMMENTS below.)*

☐ YES ☒ NO

D. HAVE YOU MODIFIED EITHER THE APPLICATION PLAN OF WORK, THE EVALUATION PLAN, AND/OR BUDGET? *(check one)*
(If revised items have NOT been submitted, attach them to this report.)

☒ YES ☐ NO

E. LIST ANY SIGNIFICANT CHANGES IN KEY ADMINISTRATIVE STAFF, OFFICE ADDRESSES, AND TELEPHONE NUMBERS

F. COMMENTS *(If additional space is needed, continue on attached sheets)*

BEST COPY AVAILABLE

PART IV - NARRATIVE

INTRODUCTION

The Clark County School District is representative of the county which ranks first in population for the State of Nevada. It covers an area of approximately 7,927 square miles. The estimated population for 1980 was 461,816, and it is the most rapidly growing of Nevada's seventeen counties. It is located in the southern tip of Nevada and includes four incorporated cities: Las Vegas, North Las Vegas, Henderson, and Boulder City.

During the 1981-82 school year, this District had 114 schools in operation comprised of 69 elementary, 7 sixth grade centers, 3 special, 19 junior high, and 16 high schools. Approximately 88,142 students were enrolled in this District during the 1981-82 school year, and an anticipated enrollment of 90,000 students is projected for the ensuing year. The District staffs one institution school, and additionally there are thirty-four private and parochial schools in Clark County enrolling approximately 3,500 students. As an equal opportunity employer, the District complies with Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Age Discrimination Act of 1975.

The Indian Education Program undertook to provide services during the 1981-82 school year to approximately 475 native American students. Nearly one-half of the students reside at either the

Las Vegas Colony, located within the Las Vegas metropolitan area, or on the Moapa Reservation. The Moapa Reservation is located approximately twenty miles from Overton, Nevada, a rural community about sixty miles north of Las Vegas. Students from the Moapa Reservation are bussed to the elementary and secondary schools in Overton. The Grant Bowler Elementary School, located in Overton, is a K-6 school serving a farm-oriented community. The remainder of the Indian students reside throughout Clark County. Their largest tribal representation is the Paiute. Attendance for these Indian students is concentrated in the following schools:

ELEMENTARY
Grant Bowler, Harley Harmon, Gordon McCaw, Lincoln, C.T. Sewell, Robert Taylor, and C. P. Squires.

JUNIOR HIGH SCHOOLS
Jim Bridger, Lyal Burkholder, James Cashman, Roy Martin, J. D. Smith, and Moapa Valley.

SENIOR HIGH SCHOOLS
Basic, Bonanza, Eldorado, Rancho, Western, and Moapa Valley.

Most of the Indian students attending the project schools are residents of the Las Vegas Colony, a five-acre parcel of land deeded to Las Vegas Paiute Indians, and located approximately two miles from the Las Vegas City Hall.

The intent of this program was to provide services to Indian students and their parents consistent with identified needs and available resources.

PROJECT STATUS

A. OBJECTIVE ONE

During the 1981-82 school year, third and sixth grade students who receive tutorial services will increase their reading and math skills such that 75 percent or more of the students meet State competency standards, evidenced by test results of the appropriate reading and math sections of the Stanford Achievement Test administered to the students in the spring of 1982.

B. OBJECTIVE TWO

During the 1981-82 school year, second through sixth grade students who receive tutorial services will increase their reading and/or math skills such that 80 percent or more of the students score within one standard deviation of the District means in reading and/or in math, evidenced by results of the Clark County School District Reading and Math Criterion-Referenced Tests administered to the students in the spring of 1982.

Evaluation results and a descriptive analysis of project activities are combined for objectives one and two within the narrative inasmuch as they both relate to elementary tutorial activities.

During the month of September, computer generated enrollment lists were studied for each of the District's

elementary schools and sixth grade centers. Target schools were identified as those having an enrollment of 3 or more Indian students, constituting a total of 25 target schools. Standardized and criterion-referenced test results at the target schools were then analyzed to identify those students in need of remedial assistance in reading and/or math. Forty-two students whose achievement level in reading or math were at or below the fourth stanine, or who failed either the reading or math section of the State-mandated Stanford Achievement Test (SAT) for proficiency were initially identified to receive tutorial assistance.

Pursuant to the identification of eligible students, meetings were scheduled with principals and teachers at each of the target schools to determine the methods for effective delivery of project services within each school. Following these meetings, schedules were developed for the teacher aides to tutor each student twice-weekly, with the exception of the Hoapa elementary aide who is scheduled within the individual classrooms at Grant Bowler Elementary School. During October, an Individual Education Program (IEP) was developed cooperatively with parents and teachers for sixty-two Indian students demonstrating a need for remedial assistance. This increase in the number of tutorial students being served was a result of additional enrollees in this program and further identification of students needing tutorial assistance. Additionally, program services were

provided to several enrolled students at three sixth grade centers who demonstrated need of supplementary tutorial assistance.

At the end of each nine week grading period, staff tutorial schedules were revised to accommodate those students who were new enrollees, and to adjust schedules reflecting transferred or withdrawn students. Also at the conclusion of each grading period, progress reports were sent home highlighting academic progress and behavior. At the conclusion of the school year, an evaluated copy of the IEP and a summary sheet describing progress attained were mailed to parents of students in the tutorial program. Copies of the IEP, progress report form, and summary sheet are located in Appendix A.

The services of an employed social-cultural worker were utilized to communicate with the parents of students in the tutorial program. A major portion of the one hundred eighty-one (181) parent contacts logged by the social-cultural worker were for the parents of elementary students. Many of the contacts were for the purpose of explaining the IEP, while others included:

1. Contacting the parents of students who were not attending school regularly,
2. Providing transportation for parents to attend school conferences,
3. Contacting parents for authorization to administer tests for placement in special education classes, and

4. Planning home instructional programs with parents of students in the tutorial program.

A special program was initiated by the elementary Indian project teacher as a priority goal for this 1981-82 school year. Four workshops were conducted for the purpose of providing demonstrations of instructional techniques for teacher aides. The topics for the sessions were motivational strategies, using the newspaper for instruction, remedial reading strategies, and math drill games. All workshops were deemed beneficial evidenced by the impact of instructional changes teacher aides demonstrated in their work with students. An additional component of the priority goal was the use of nine demonstration lessons by the elementary Indian project teacher where the aides observed the teacher working with students in tutorial settings.

EVALUATION

A special program for kindergarten and first grade students from the Las Vegas Colony and the Moapa Reservation was continued this year. Seventeen students received instruction in reading and math twice weekly to assist in academic development. These students were pre- and post-tested using the Peabody Individual Achievement Test (PIAT) to measure academic growth. Eleven of the thirteen kindergarten students (85%), and three of four first grade students (75%), were at or above grade level when the posttest was administered. Complete PIAT test results can be found in Appendix B. The

project staff utilized this test instrument to obtain information to be used as baseline data for program placement and to identify prospective tutorial students.

The evaluation of the first two objectives was conducted according to the evaluation design outlined in the program proposal. The measured gains were the result of approximately 1600 hours of tutorial instruction. With this instruction, third and sixth grade students were anticipated to have increased their reading and math skills to the degree that 75 percent of these students would meet State proficiency standards.

TABLE I
NEVADA PROFICIENCY EXAMINATION RESULTS
NONPROFICIENT DISTRIBUTION OF INDIAN EDUCATION STUDENTS
SPRING, 1982

GRADE	N	READING	WRITING	MATHEMATICS
6	30	0	6	1
3	26	0	1	1
TOTALS	56	0	7	2

Number of third grade students tutored = 5
Third grade 80% proficient in reading and mathematics (1/5)

Number of sixth grade students tutored = 10
Sixth grade 90% proficient in reading and mathematics (1/10)

The first stated objective for this program was successfully attained as the results demonstrate.

The following table provides Nevada Proficiency Examination Results for the total tested Indian student population for 1981-82.

TABLE II
NONPROFICIENT DISTRIBUTION OF INDIAN EDUCATION STUDENTS
SPRING 1982

GRADE	N	READING	WRITING	MATHEMATICS
11	30	1	0	1
9	37	4	7	10
6	30	0	6	1
3	26	0	1	1
TOTALS	123	5	14	13

Total District Indian Student Enrollment = 452
Total Number Students Tested
(Grades 3, 6, 9, & 11) = 123
Nonproficient Student Total = 32
Percent of Nonproficient Indian Students
(Grades 3, 6, 9, & 11) = 26%
(S250023 5/25/82 S2520036 6/16/82)

The second objective related to tutorial services provided for second through sixth grade students. It was anticipated 80% of these students would score within one standard deviation of the District means in reading and mathematics, on the spring administration of Reading and Math Criterion-Referenced Tests with assistance provided. Table III shows the results of CRT testing for the Indian student population.

TABLE III
INDIAN EDUCATION - CRT MATHEMATICS TEST DATA
1982

GRADE	DISTRICT MEAN	STANDARD DEVIATION	NO. OF STUDENTS ACHIEVING BELOW ONE S.D.
2	86.09	12.88	2
3	84.32	14.76	1
4	84.20	14.72	1
5	74.45	19.12	1
6	68.42	19.88	6

UNDERACHIEVERS TOTAL = 11 OR 19%
Total grades 2-6 tutored Indian students = 58
Total grades 2-6 Indian enrollment = 156

A total of 81% of all tutored Indian students tested utilizing the CRT Mathematics Test scored within one standard deviation of the District mean for their respective grade level on this test.

INDIAN EDUCATION CRT READING TEST DATA
1982

GRADE	DISTRICT MEAN	STANDARD DEVIATION	NO. OF STUDENTS ACHIEVING BELOW ONE S.D.
2	87.92	12.82	2
3	83.93	14.04	1
4	84.59	13.33	1
5	80.47	13.29	4
6	76.05	15.81	6

UNDERACHIEVERS TOTAL = 14 OR 24%
Total grades 2-6 tutored Indian students = 58
Total grades 2-6 Indian enrollment = 156

A total of 76% of all tutored Indian students tested utilizing the CRT Reading Test scored within one standard deviation of the District mean for their respective grade level on this test. The second objective was met as stated in the area of mathematics, but was not attained in reading as evidenced by results shown on the tables.

C. OBJECTIVE THREE

During the 1981-82 school year, 80 percent of eleventh and twelfth grade students who received career guidance and counseling services will demonstrate career and/or continuing education goals, evidenced by results of a locally developed student questionnaire administered in spring, 1982.

ACTIVITY

The secondary project teacher reviewed enrollment lists of all high schools at the beginning of academic year 1981-82 and identified six with the largest Indian populations as target schools. Meetings were held with principals and counseling staffs at these six schools to explain the scope of supplementary services available. Following the initial meetings, student schedules were recorded for the eleventh and twelfth grade Indian students enrolled in target schools. Each student was contacted and informed of career guidance and counseling services available. A vocational interest inventory was administered to ascertain the areas of student vocational interest and to direct the counseling services provided. A copy of the vocational interest inventory is appended (Appendix C).

To assist with career exploration and utilization of resources available, the locally developed Native American Career Opportunities Handbook was provided these students as a resource guide. The secondary project teacher reviewed the contents of this publication and instructed each student as it related to individual vocational needs. Application packets for student financial aid were distributed where appropriate.

Throughout the year, the high school project teacher remained in close contact with high school counseling staffs,

attendance officers, registrars, and deans, in an attempt to keep apprised of school activities, or problems relating to Indian students. Ninety-two logged individual meetings with counselors were held to assure the effective coordination of counseling services.

Efforts were continued to encourage and facilitate Indian students participation in existing District alternative programs. One example of this effort was the several meetings that were held with the recruiter for the new Area Trade and Technical Center scheduled for opening in the fall. This facility is near the homes of many students enrolled in the program. Other examples of this type included:

1. Assistance to students desiring to attend the evening high school.
2. Counseling students who were interested in vocational training at the existing vocational/technical school.
3. Assistance to students who wished to complete class credits through correspondence study courses.
4. Assistance to students desirous of taking the GED test.

During this year, the secondary Indian project teacher provided assistance in enforcing the District's attendance policy. Periodic checks were made of Indian students' attendance records. Students were counseled several times before action was initiated to exclude them from school for nonattendance.

Services of the social/cultural worker were utilized at the secondary level to communicate with parents and assist students. Home visitations were conducted to inform parents of student progress and to gather information relative to student needs. When appropriate, assistance was provided to families needing help from local agencies.

The project teacher initiated two special programs to be undertaken as high priority goals for this project. One program was designed to increase awareness of the Indian Education Program and the level of parental involvement in preparing students for a vocation. As a pilot program, this was accomplished through making personal contacts with parents of all seniors. A second goal was to better facilitate Indian student participation in District and community programs. While an assessment of the success of these two goals is subjective in nature, positive results were acknowledged by various school staff representatives.

EVALUATION

A questionnaire devised by the Department of Research and Development was completed by eleventh and twelfth grade Indian students in May. There were 24 eleventh grade respondents and 11 twelfth grade respondents totaling 35 or 60% of the enrolled population (N = 58) for these grades.

Most of these students reported 5 or more sessions with their respective counselor for the semester. With only one student exception, all surveyed students had taken the Individual Interest Inventory. The most positive response by both eleventh and twelfth graders was provided for item 13 of this survey stating students were satisfied with the assistance counselors provided. Both eleventh and twelfth grade students were least satisfied with the assistance counselors provided in obtaining part-time employment (mean scores 2.09 and 2.50 on 4.0 Likert-type scale). Seniors rated more favorably than did eleventh graders the fact that information on jobs, careers, and special programs available beyond high school was provided. Results of this questionnaire with the mean response for each item are displayed in Appendix D.

Eleventh and twelfth grade program participants completed a Personal Interest Inventory in spring, 1982. The inventory solicited student identification of career or continuing educaton goals by checking:

	RESPONSES	
a. plans to work	15	29%
b. continue school	14	27%
c. train for a special job	22	44%
	51	100%

The fifty-one respondents of the fifty-eight enrolled eleventh and twelfth grade Indian students (88%) indicated post-secondary career or continuing education goals, thus indicating successful attainment of objective three.

D. OBJECTIVE FOUR

During the 1981-82 school year, parents who participate in parent and/or parent/student activities will respond favorably to program activities such that a mean score of 3.0 on a 4.0 Likert-type scale is obtained, evidenced by results of a locally developed parent questionnaire administered in spring, 1982.

ACTIVITY

A variety of project activities were provided for students and parents throughout the school year. Monthly, the social/cultural worker prepared a calendar of events which was distributed to all parents of students enrolled in the program. Appendix E contains samples of these monthly calendars.

In September, a "Back to School Night" was held for parents and students to explain project services during the 1981-82 school year and to cooperatively plan activities. Input solicited from the participants was utilized to plan project activities. Cultural programs were conducted on an alternating basis between the Moapa Reservation and the Las Vegas Colony.

In October an "Open House" was sponsored in conjunction with the same annual event held by the school where the Indian Education Office is located. During November the highlight of all project activities was the fourth annual Clark County School District's Native American Week. A summary of this week's activities included ten assembly programs, presentations to twenty-seven secondary history classes totaling 639 students, showing of the film "Windwalker" to 900 students, daily intercom readings, Native American films on Channel 10, the public broadcasting system station, and local media coverage of the events.

The Indian Education Office hosted a group of twenty-four Navajo children from New Mexico, who came to attend the Las Vegas Sun Marathon Races in December. Contributions were solicited from local organizations to assist with their food, lodging, and entertainment during the four-day stay. Contributions included complimentary passes to Circus Circus, a tour of Nellis Air Force Base and the "Thunderbirds" hangar, a pot-luck dinner hosted by the Indian Education Parent Committee, and a visit to Caesar's Palace "Omnimax" theater.

The Indian Education Office assumed sponsorship of a Boy Scout troop which specialized in Indian dances and folklore. The dance team performed for many local schools and community groups. All students in the Indian program were invited to

attend events, regardless of whether or not they were members of the troop.

The annual winter campout was held in February for thirty-five junior high school students in nearby Lee Canyon, a winter recreational area. Also in February, Indian Education Office personnnel, parents, and students participated in the Fourth Annual Southern Nevada Multicultural Conference. This three-day event featured entertainment, displays, and workshop sessions for the 600 registered participants.

An indication of the kinds of cultural presentations provided during this academic year is displayed in Appendix E.

EVALUATION

To assess parental opinion of program activities during 1981-82 a questionnaire was developed by the Department of Research and Development, in conjunction with the program manager, which was mailed in May to approximately 200 Indian parents. With the concurrence of project personnel, this evaluation instrument was modified from the four-point Likert-type scale to the yes and no choice response for the primary purpose of increasing parental returns. There were 31 questionnaires returned, a 16% response. Parents were most positive in their assessment of the manner in which they were informed of Indian Program information, events, and and activities. (Item 8 = 97% positive response). There

were only 16% of those parents responding who had attended a parent workshop this school year. A complete display of percent of responses for each item of the Indian Education Parent Evaluation can be located in Appendix F.

E. OBJECTIVE FIVE

During the 1981-82 school year, seventh through ninth grade students who receive tutorial services will increase reading and/or math skills such that 75 percent or more of these students show gains of one or more grade equivalents, evidenced by a comparison of pre-test and post-test results on the Peabody Individual Achievement Test and/or the Wide Range Achievement Test, as appropriate.

ACTIVITY

During September, the junior high school project teacher identified eligible tutorial participants at six target junior high schools with the largest concentration of Indian students. To identify those students in need of tutorial assistance, standardized test results from sixth grade test administration were utilized. Students achieving at or below the fourth stanine in either reading or math were scheduled for tutoring. Those students who did not have recent test data available were scheduled for individual testing.

Each student was administered the reading and/or math section of the Peabody Individual Achievement Test (PIAT) or the Wide

Range Achievement Test (WRAT) prior to the development of an Individual Education Program (IEP). September performance levels were recorded for comparison with end-of-year results. In October, IEPs were developed for thirty-seven students scheduled for tutoring once each week.

As the year progressed, the junior high school project teacher maintained contact with school personnel to monitor student progress. Each nine week grading period, grades were checked and recorded. Students who made significant progress were not scheduled for additional tutoring sessions, while those who were experiencing failure were added to the tutorial schedule. Throughout this academic year a total of 541 tutoring sessions were implemented by the Indian Education junior high school project teacher.

A special project initiated this project year involved making personal contact with at least 85 percent of junior high school tutorial students' parents. A special record sheet (Appendix G) was used to document each contact. Thirty-four out of forty parents of students enrolled in this program were contacted.

On the following page is located Table IV which shows results of the Peabody Individual Achievement test (PIAT) and the Wide Range Achievement Test (WRAT) for seventh through ninth grade students enrolled in the Indian Education tutorial pro-

gram during the 1981-82 academic year. The grade equivalent gains for each student are shown in the curriculum areas of reading or math.

TABLE IV
INDIAN EDUCATION JUNIOR HIGH SCHOOL TUTORIAL PROGRAM
PEABODY INDIVIDUAL ACHIEVEMENT TEST RESULTS
WIDE RANGE ACHIEVEMENT TEST RESULTS

School	Stu. #	PIAT READING			WRAT MATH		
		Grade Equivalent Pretest	Grade Equivalent Posttest	Scores Increase	Grade Equivalent Pretest	Grade Equivalent Posttest	Scores Increase
BRIDGER	1	3.5	3.5	0.0	4.3	5.0	0.7
	2	2.2	3.1	0.9	3.9	5.9	2.0
	3	3.7	6.0	2.3	3.9	5.9	2.0
	4	---	---	---	5.0	6.6	1.6
	5	4.7	7.2	2.5	5.6	6.6	1.0
	6	5.5	6.2	0.7	5.0	7.8	2.8
	7	---	---	---	4.6	6.9	2.3
	8	---	---	---	4.3	6.9	2.6
	9	---	---	---	5.0	6.2	1.2
	10	3.9	5.8	1.9	4.3	5.3	1.0
VON TOBEL	11	6.2	7.2	1.0	3.9	5.6	1.7
	12	---	---	---	5.0	6.9	1.9
	13	4.1	6.8	2.7	4.3	7.2	2.9
	14	---	---	---	5.3	6.9	1.6
	15	---	---	---	4.3	6.6	2.3
	16	---	---	---	5.0	6.2	1.2
	17	---	---	---	4.6	6.6	2.0
ROY MARTIN	18	---	---	---	5.6	6.6	1.0
	19	5.3	5.8	0.5	3.3	6.6	3.3
	20	4.7	8.4	3.7	4.3	5.3	1.0
	21	4.7	5.3	0.6	5.3	5.9	0.6
	22	4.7	7.2	2.5	5.0	---	---
	23	---	---	---	4.6	5.9	1.3
J.D.SMITH	24	---	---	---	4.6	5.9	1.3
	25	6.0	6.5	0.5	5.9	7.8	1.9
	26	7.5	11.8	4.3	5.6	7.2	1.6
	27	---	---	---	5.6	6.9	1.3
	28	4.4	4.5	0.1	4.3	6.2	1.9
	29	5.3	5.8	0.5	3.9	6.6	2.7
	30	---	---	---	---	---	---
BURK-HOLDER	31	---	---	---	7.2	8.8	1.6
	32	4.7	8.4	3.7	---	---	---
	33	---	---	---	4.6	5.3	0.7
	34	---	---	---	3.9	4.3	0.4
	35	---	---	---	5.0	7.6	2.6
	36	3.2	6.8	3.6	3.3	5.3	2.0
	37	---	---	---	5.0	7.6	2.6
	38	6.2	7.5	1.3	6.2	9.7	3.5

READING: Mean Grade Equivalent Gain - 1.8

MATH: Mean Grade Equivalent Gain - 1.8

From Table IV the display indicates more students received tutorial instruction in mathematics than in reading. It also shows that 33 of 38 students tutored (87%) increased reading or math skills by at least one grade equivalent, thus indicating successful attainment of this program objective.

The Indian Education Program will continue to provide services to Indian students and their parents during the 1982-83 academic year, consistent with identified needs and available resources. The main emphasis for this program will be to provide professional assistance in meeting the educational needs of the Indian student. Available funds will limit tutorial and guidance activities to qualifying Indian students at specific grade levels in those schools with the highest concentration of Indian students.

Department of Federal Programs
MONITORING REPORT

Time 10:15 – 10:45 AM Date 4-30-82

Program Monitored Indian Education / JOM Monitor Signature Carol Bossert

Site Monitored J D. Smith Site Administrator Signature Brad Britz

Persons Contacted:

1. Brad Britz
2. Norma Aliant
3.
4.

Prior Discrepancy Notation:

Discrepancy Notation:

Monitor's Comments:

At present, questionnaires are being distributed to students and parents, as per program objectives. Other final test data is also currently being accumulated in readiness for final report. A review of the budget will take place within the next month to determine final report expenditures.

Site Administrator's Comments:

Coordinator Signature 4/30/82 Date

Reviewed by Director of Federal Programs 5-3-82 Date

ROUTING:
1. White—Coordinator, Federal and Special Programs
2. Blue—Director, Federal and Special Programs
3. Green—Responsible Line Administrator
4. Yellow—Site Administrator

BEST COPY AVAILABLE

NAME OF GRANTEE	GRANT NUMBER
Clark County School District	N008 100763

PART V - PARENT COMMITTEE (Part A only)

A. HAS PARENT COMMITTEE OR COMMUNITY BEEN INVOLVED DURING THE CURRENT REPORT PERIOD IN:

	YES	NO		YES	NO
a. OBTAINING COMMUNITY INPUT ON STUDENT NEEDS?	X		e. HELPING SELECT TARGET SCHOOLS?	X	
b. OBTAINING SERVICES TO MEET STUDENT NEEDS?	X		f. REVIEWING STAFF NOMINATIONS?	X	
c. HELPING DETERMINE BUDGET?	X		g. SELECTING EDUCATIONAL ACTIVITIES?	X	
d. HELPING DETERMINE STUDENT PARTICIPATION?	X		h. SELECTING STAFF?	X	

B. NUMBER OF MEETINGS HELD DURING THIS REPORTING PERIOD →	NUMBER	C. AVERAGE NUMBER OF MEMBERS ATTENDING →	AVERAGE NUMBER
	10		8

D. COMMENTS

PART VI - CERTIFICATION

This is to certify that the information contained herein is to the best of my knowledge complete and accurate statement of project status to date.

A. GRANTEE AUTHORIZED REPRESENTATIVE FOR PART A, B, C, OR NON-LEA

TYPE NAME	SIGNATURE	DATE SUBMITTED TO USOE OIE

B. PART A ONLY: PARENT COMMITTEE CHAIRMAN

TYPE NAME	SIGNATURE	DATE SUBMITTED TO USOE OIE

FORM 354-1, 6/78

BEST COPY AVAILABLE

Individual Education Program Forms

APPENDIX A

CLARK COUNTY SCHOOL DISTRICT

INDIVIDUAL EDUCATION PROGRAM

INDIAN EDUCATION

NAME _____

STUDENT NUMBER _____

SCHOOL _____ GRADE _____ SEX (CHECK ONE) (M)_____ (F)_____ AGE _____ DATE _____

PARENT or GUARDIAN _____ (NAME) _____ (ADDRESS) PHONE _____

Skill Area: _____ Referral Type: _____

Present Level of Performance: _____

*Goal: _____

Evaluation Criteria: _____

	Effective Strategies and Materials	Objective Met as Stated	Made Progress, Not Completed	No Observable Progress
		1	2	3
The student will be able to:				
		1	2	3
The student will be able to:				
		1	2	3
The student will be able to:				
		1	2	3
The student will be able to:				

Parent signature _____

Teacher signature _____

Name and title of any other personnel involved _____

*Indicate person responsible for each goal (i.e., teacher, parent, nurse, etc.)

PROGRESS REPORT
INDIAN EDUCATION

Name of Student _____ Date _____

Students progress during tutoring session within 9 week period was:

	Exceptional	Satisfactory	Needs Improvement
Attitude and behavior			
Completion of work			

Comments: _____

If you wish to arrange a conference with the Indian Education teacher or aide, please call 642-0766.

_____
Student signature

_____
Indian Education staff member signature

I.E.P. SUMMARY

Student: _____ School: _____

Grade: _____ Date: _____

Responsible Person: _____

Goals Established: _____

_____

_____

_____

Progress Attained: _____

_____

_____

_____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Staff Member Signature: _____

5/80

PIAT Test Results
Kindergarten and Grade 1

APPENDIX B

APPENDIX B
PEABODY INDIVIDUAL ACHIEVEMENT TEST
GRADE EQUIVALENT SCORES
1981 - 1982

STU.	MATH		READING RECOG.		READING COMP.		SPELLING		GENERAL INFOR.		TOTAL TEST	
KDG.	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	.4	.9	.3	1.3	0.0	0.0	.7	1.4	.1	1.0	0.0	1.1
2	0.0	.9	.8	1.1	0.0	0.0	.6	1.1	.3	.5	0.0	.8
3	.1	1.1	1.0	1.7	0.0	1.3	1.5	1.5	0.0	.1	.3	1.1
4	.3	.9	0.0	1.1	0.0	0.0	.6	1.1	1.0	2.2	.2	1.0
5	.3	.4	.2	1.3	0.0	0.0	.2	1.0	0.0	.8	0.0	1.0
6	.4	1.1	.1	1.2	0.0	0.0	.6	1.4	.5	1.6	.2	1.1
7	.1	.8	.8	1.2	0.0	0.0	.6	1.2	.3	.8	.4	1.0
8	0.0	.4	0.0	1.2	0.0	0.0	0.0	1.2	0.0	.1	0.0	.8
9	.1	.9	0.0	1.2	0.0	0.0	0.0	.8	0.0	1.0	0.0	1.0
10	.1	.6	.2	1.3	0.0	0.0	.6	1.4	0.0	1.0	.2	1.1
11	0.0	1.3	1.1	1.2	0.0	0.0	1.1	1.2	1.6	3.0	.8	1.3
12	0.0	.3	.4	1.2	0.0	0.0	.6	1.1	0.0	1.4	0.0	1.0
13	0.0	1.1	.3	1.3	0.0	0.0	.2	1.1	0.0	1.6	0.0	1.1

1ST	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	.4	1.5	1.3	2.4	0.0	2.5	1.4	2.5	0.0	.5	.8	1.9
2	1.1	.9	2.2	3.1	2.4	1.9	1.8	3.4	0.0	0.0	1.4	1.7
3	.9	.9	1.3	3.2	0.0	2.1	1.1	2.2	.1	1.6	.4	1.9
4	.9	2.0	1.3	3.1	0.0	2.7	1.2	3.0	1.9	2.2	1.1	2.6

Vocational Interest Inventory

APPENDIX C

PERSONAL INTEREST INVENTORY

1. What do you like to do best when you have some spare time? _____

2. What do you usually do after school? _____
   In the evenings? _____ On Saturday _____ On Sunday _____

3. To which clubs do you belong? _____
   Do you take any special lessons? _____

4. Do you let other people use your possessions (i.e., radio, record player, etc.)? _____

5. How often do you go to the movies? _____ Which is the best movie you have ever seen? _____
   What kind of movie do you like best? _____

6. How much time do you spend watching television each day? _____
   What television programs do you like best? _____
   What radio programs do you like best? _____

7. Have you ever been to a farm? _____ circus? _____ zoo? _____ art museum? _____ amusement park? _____
   concert? _____ opera? _____ picnic? _____ ball game? _____ summer camp? _____ YMCA? _____
   YWCA? _____ swimming pool? _____ Have you ever taken a trip by boat? _____ train? _____ bus? _____
   car? _____ airplane? _____

8. What do you want to do when you get out of high school? _____

9. What kind of pet do you have? _____ hobby? _____ collection? _____

10. Do you like school? _____ What subject do you like best? _____ Which subject do you find most difficult? _____ How many schools have you attended in Las Vegas? _____
    elsewhere? _____

11. Do you like to read? _____ Do you like to have someone read to you? _____ How much time do you spend in reading books? _____ Which books have you read lately? _____

12. Do you have a library card?_____ How often do you check out library books?_____
How many books do you own?_____ Name some books you would like to own_____
_____

13. What kinds of books do you like best--history, travel, plays, essays, adventure stories, science, poetry, novels, detective stories, mystery stories, biography, music, art?

14. What newspapers do you read?_____ What part do you like best?_____
Which part do you read first?_____

15. Do you get any magazines at your house?_____ Do you read them?_____
What is your favorite magazine?_____

16. Is there a dictionary in your house?_____ Do you ever use it?_____

17. What would you like to become--rancher, musician, mechanic, teacher, hairdresser, sales person, serviceman, mechanic, nurse, farm owner? Other occupation?_____

33

18. (Check one only) Do you plan to ___a) work, ___b) continue school, ___c) train for a special job when you finish high school?

19. Would you like more help in planning your future career goals? ____ Yes ____ No

20. Has your schooling helped you to prepare for your future career or vocation? ____ Yes ____ No If yes, please tell how or in what way._____
_____

Indian Education Student Counseling Evaluation

APPENDIX D

INDIAN EDUCATION STUDENT COUNSELING EVALUATION
1981-82

School (name) 11th Grade Totals

Please check (✓) one answer only for each of the following items.

1. Present grade a. 24 11 b. ___ 12

2. The number of sessions with my counselor this semester was approximately

a. ___ 0 b. 5 1 c. 9 3-4 d. 10 5 or more.

3. I took the Individual Interest Inventory telling me of my own special interests and aptitudes.

a. 23 Yes b. 1 No

MEAN

4. My counselor has been helpful this year. 3.42

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

5. I received assistance with my classes and schedule. 2.96

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

6. My counselor helped me with my necessary graduation requirements. 3.04

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

7. My counselor provided information on various jobs, careers, and special programs available to me after I leave high school. 3.29

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

8. Counselors were available when I wanted to see them. 3.25

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

9. My counselor provided information and assistance with application procedures for roll members. 3.46

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

10. My counselor provided assistance in obtaining part-time employment. 2.50

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

11. My counselor provided information about scholarships available to Native Americans. 3.21

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

12. My counselor provided information related to the Armed Forces (army, navy, air force, marines, etc.) opportunities available to me. 2.63

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

13. I am satisfied with the assistance I received from the counselors. 3.50

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

TOTAL MEAN COMPOSITE SCORE 3.13

INDIAN EDUCATION STUDENT COUNSELING EVALUATION
1981-82

School (name) 12th Grade Totals

Please check (✓) one answer only for each of the following items.

1. Present grade a. ___ 11 b. 11 12

2. The number of sessions with my counselor this semester was approximately

a. ___ 0 b. 2 1 c. 3 3-4 d. 6 5 or more.

3. I took the Individual Interest Inventory telling me of my own special interests and aptitudes.

a. 11 Yes b. ___ No

MEAN

4. My counselor has been helpful this year. 3.45

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

5. I received assistance with my classes and schedule. 2.73

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

6. My counselor helped me with my necessary graduation requirements. 3.09

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

7. My counselor provided information on various jobs, careers, and special programs available to me after I leave high school. 3.45

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

8. Counselors were available when I wanted to see them. 3.09

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

9. My counselor provided information and assistance with application procedures for roll members. 3.09

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

10. My counselor provided assistance in obtaining part-time employment. 2.09

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

11. My counselor provided information about scholarships available to Native Americans. 3.55

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

12. My counselor provided information related to the Armed Forces (army, navy, air force, marines, etc.) opportunities available to me. 2.18

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

13. I am satisfied with the assistance I received from the counselors. 3.64

a. ___ Strongly Agree b. ___ Agree c. ___ Disagree d. ___ Strongly Disagree

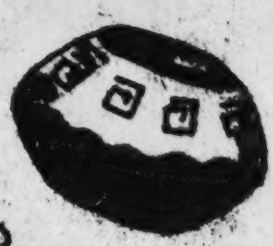
TOTAL MEAN COMPOSITE SCORE 3.04

Cultural Activities

APPENDIX E

CULTURAL ACTIVITIES

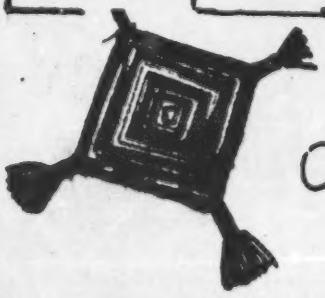
Sand Painting



Pottery

NOVEMBER

1	2	3	4	5	6	7
8	9	10 Colony Sign Language 4:00 p.m. Beading 7:00 p.m.	11	12 Moapa Beading 7:00 p.m.	13	14
15	16 Native.	17 Moapa Sign Language 3:00 p.m. J.D. Smith Windwalker 7:00 p.m.	18 Moapa Valley High School Windwalker 7:00 p.m.	19 J.D. Smith Parent Committee meeting 6:30	20	21
22	23	24 Colony Sign Language 4:00 p.m.	25	26 Happy Thanksgiving	27	28
29	30					



Oso

Colony: Old Tribal Building
Moapa: Tribal Building

Shield

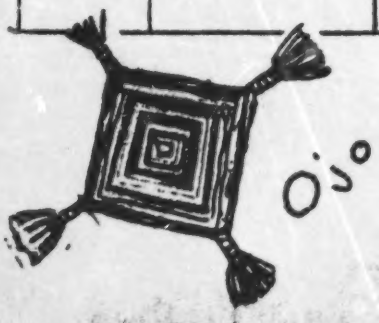
Sand Painting

CULTURAL ACTIVITIES

Pottery

December

		1	2	3	4	5
6	7	8 Pottery Colony 4:00 p.m.	9	10	11 Sun Marathon Races Navajo runners from NM. Potluck Dinner J.D. Smith 6:30	12
13	14	15 Baking Xmas Cookies Moapa 7:00 Committee mtg. J.D. Smith 6:30	16 Baking Xmas Cookies Colony 4:00	17	18	19
20	21	22 CHRISTMAS	23	24	25	26
27	28	29	30 VACATION	31		



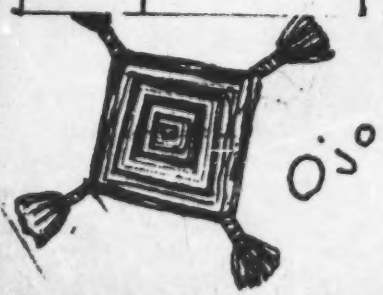
Ojo

Shield

CULTURAL ACTIVITIES

January

3	4	5 Feather Crafts Colony - 4:00	6	7	8	9
10	11	12 Fluffs & Feathers Moapa - 7:00 Committee Mtg. J.D. Smith 6:30 p.m.	13	14	15	16
17	18	19 Leather Wrist & Head Bands Colony - 4:00	20	21	22	23
24	25	26 Leather Wrist & Head Bands Moapa - 7:00 Parenting Work-Shop Moapa 6:30 p.m.	27	28	29	30
31						



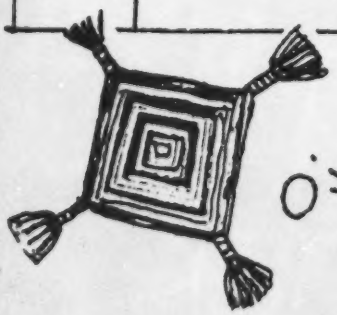
CULTURAL ACTIVITIES

Sand Painting

Pottery

FEBRUARY

	1	2 Valentine Cards Colony 4:00 p.m.	3	4	5	6
7	8	9 Valentine Cards Moapa 7:00 p.m. Committee Mtg. J. D. Smith 6:30 p.m.	10	11 MULTICULTURAL CONFERENCE Hacienda Hotel	12	13 Jr. High Camp-Out
14	15 HOLIDAY	16 Shield Colony 4:00 p.m.	17	18	19	20
21	22	23 Shield Moapa 7:00 p.m.	24	25	26	27
28						



Ojo

Shield

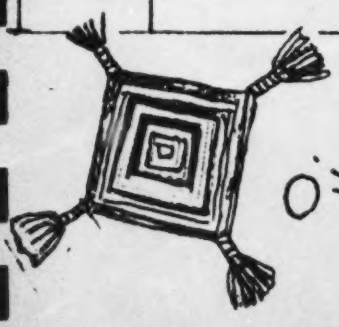
CULTURAL ACTIVITIES

Sand Painting

Pottery

MARCH

	1	2 Ring Toss Colony 4:00 p.m.	3 Boy Scout Meeting J.D. Smith 7:00 p.m.	4	5	6
7	8	9 Ring Toss Moapa 7:00 p.m.	10 Boy Scout Meeting J.D. Smith 7:00 p.m.	11 Parent Committee Workshop Frontier Hotel 9:00 a.m. - 5:00 p.m. Committee Mtg. J.D. Smith 6:30 p.m.	12	13
14	15	16 Moapa Film night 7:00 p.m. Hair Care Workshop J.D. Smith 7:00 p.m.	17 Boy Scout Meeting J.D. Smith 7:00 p.m.	18	19	20
21	22	23 Hair Care Workshop Moapa 7:00 a.m.	24 Boy Scout Meeting J.D. Smith 7:00 p.m.	25	26 End of 3rd Quarter	27
28	29	30	31 Boy Scout Meeting J.D. Smith 7:00 p.m.			



Ojo

Shield

CULTURAL ACTIVITIES

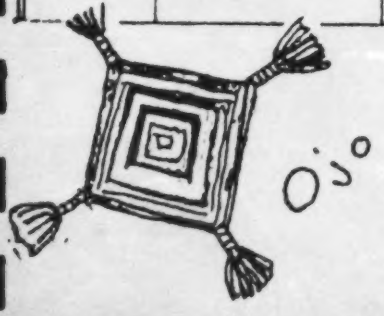
Sand Painting

Pottery

APRIL

				1	2	3
4	5	6 Easter Eggs Colony 4:00 p.m. Exercise Class Colony 7:00 p.m.	7	8 Easter	9	10 Vacation
11 Easter Youth Fair	12	13 Exercise Class Colony 7:00 p.m.	14 Boy Scouts J.D. Smith 6:30 P.M.	15 Parent Committee Mtg. 6:30 P.M. Exercise Class Colony 7:00 p.m.	16	17
18	19	20 Exercise Class Colony 7:00 p.m. Mouth Bow Colony 4:00 p.m.	21 Boy Scouts J.D. Smith 6:30 P.M.	22 Exercise Class Colony 7:00 p.m.	23	24
25	26	27 Exercise Class Colony 7:00 p.m.	28 Boy Scouts J.D Smith 6:30 P.M.	29 Exercise Class Colony 7:00 p.m.	30	

Southern Nevada Youth Fair
Silver Bowl



Ojo

Shield

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR SEPTEMBER

September 11, 1981

J.D. Smith 1301 E. Tonopah 649-2392	Ms. Della Richards Room 54 8:30 a.m.	4 presentations

September 18, 1981

J.D. Smith 1301 E. Tonopah 649-2392	Ms. Della Richards 12:30 p.m. Room 54	2 presentations

September 25, 2981

Paul Culley 1200 N. Mallard 646-2666	Ms. Levin 9:30 a.m. Room 20	1 presentation grade 3
Doris French 3225 E. Hacienda 456-6737	Ms. Lewis 1:00 p.m. Multi-purpose room	1 presentation grade 5 5 classes

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR OCTOBER

October 2, 1981

Elbert Edwards 4551 Diamond Head 453-1444	Ms. Juanita Clark 9:00 a.m. Check in office		1 presentation grade 1 4 classes
Tom Williams 3000 E. Tonopah 649-19?1	Ms. Irene Valdez 12:30 p.m. Room 17		1 presentation grade 5

October 9, 1981

Harley Harmon 5331 S. Hillsboro 451-7711	Connie Arrowsmith 9:00 a.m. Check in office		2 presentations grade 4 5 classes
Vegas Verdes 4000 El Parque Ave. 871-0309	Ms. Armstrong 1:00 p.m. Check in office		1 presentation grade 4 4 classes

October 16, 1981

Gordon McCaw 57 Lynn Lane Hdn. 564-1612	Linda Badger 9:30 a.m. Check in office	FRY BREAD	1 presentation grade 5 4 classes

October 23, 1981

C.C. Ronnow 1100 Lena Street 649-2022	Ms. Jody Bollinger 1:00 p.m. Check in office	1 presentation grade 3 2 classes

October 30, 1981

HOLIDAY

October 8, 1981

Tomiyasu - Clark County Youth Camp — All morning

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR NOVEMBER

November 6, 1981

Tom Williams 3000 E. Tonopah 649-1931	Ms. Edith Hughes 9:00 a.m. Check in office	1 presentation grade 3 5 classes
Elbert Edwards 4551 Diamond Head 453-1444	Ms. Nancy Najm 1:30 p.m. Check in office	1 presentation 4-5th grades

November 13, 1981

Doris French 3225 E. Hacienda 456-6737	Ms. Paula Fogel 9:00 a.m. Check in office	1 presentation grade 2 4 classes

ELEMENTARY TEACHER/PARENT CONFERENCES

November 20, 1981

Nate Mack 3170 Laurel Ave. 456-6570	Mrs. Williams 9:30 a.m. Mrs. Arnold 10:45 a.m.	2 presentations grade 2 (3 classes) grade 1 (3 classes) Multi-purpose room
C.P. Squires 1312 E. Tonopah 649-2666	Ms. Josephine Pritchard 1:00 p.m. Check in office	1 presentation grade 1 4 classes

November 27, 1981

THANKSGIVING HOLIDAY

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR DECEMBER

December 4, 1981

Guild Gray 2825 Torry Pines 873-2676	Ms. Jil Fox 9:00 a.m. Library	1 presentation grade 5 4 classes
Tom Williams 3000 E. Tonopah 649-1931	Ms. Barbara Clark 12:45 p.m. Room 5	1 presentation grade 1 2 classes

December 11, 1981

Gordon McCaw 57 Lynn Lane Hdn. 564-1612	Ms. Janie Holms 10:30 a.m. Check in office	grade 2 4 classes 1 presentation
Will Beckley 3223 S. Glenhurst 451-9669	Ms. Hallback 1:00 p.m. Check in Office	1 presentation Special Ed. Grades 3,4,& 5

December 18, 1981

December 25, 1981

MERRY CHRISTMAS AND HAPPY NEW YEAR!!!

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR JANUARY

January 8, 1982

Nate Mack 3170 Laurel Avenue 456-6570	Ms. Truby Davich 9:30 a.m. Check in office	1 presentation grade 3 3 classes
Andrew Mitchell 900 Avenue B, BC 293-4771	Ms. Elizabeth Gates 1:30 p.m. Check in office	1 presentation grade 3 2 classes

January 15, 1982

Guild Gray 2825 Torry Pines 873-2676	Ms. Bea Soares 9:30 a.m. Room 11	1 presentation grade 3 4 classes
Vegas Verdes 4000 El Parque Avenue 871-0307	Ms. Ruth Hindin 12:30 p.m. Check in office	1 presentation Kindergarten 3 classes (60)

January 22, 1982

Walter Long	Ms. Carbanaro 10:30 a.m. Room 4	1 presentation grade 2 4 classes
J.D. Smith	Ms. Penny Bradley 1:00 p.m.	Workshop

January 29, 1982

Tomiyasu 5445 S. Annie Oakley 451-3495	Ms. Carol Kremel McNamara 10:15 a.m. Check in office	1 presentation Kindergarten Have lunch there
Tomiyasu	Ms. McNamara 12:10 p.m.	1 presentation Kindergarten

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR FEBRUARY

February 5, 1982

February 12, 1982

February 19, '982

February 26, 1982

Doris French 3225 E. Hacienda 456-6737	Ms. M. Martin 9:30 a.m. Room 16	1 presentation grade 4 30 students
Matt Kelly 1900 N. "J" Street 642-3287	Ms. Hodges 2:00 p.m. Check in office	1 presentation grade 6 30 students Social Studies Class

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR MARCH

March 5, 1982

J. D. Smith 1301 E. Tonopah	Mrs. Richards 8:00 a.m. Room 54	all day presentations Social Studies Class
	Mrs. Richards Room 54	

March 12, 1982

Matt Kelly 1900 N. "J" Street 642-3287	Mrs. Hodges 10:30 a.m. Check in office	1 presentation grade 6 30 students
Doris French 3225 E. Hacienda 456-6737	Ms. Cheneyworth 1:00 p.m. Check in office	1 presentation grade 4

March 19, 1982

Kermit Booker	Ms. Charlene Meyers 1:30 p.m. Room 25	1 presentation grade 6

March 26, 1982

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR APRIL

April 2, 1982

April 9, 1982

HOLIDAY

April 16, 1982

Andrew Mitchell 900 Avenue B Boulder City 293-4771	Ms. Kathy McGee 9:00 - 10:00 a.m. 10:30 - 11:00 a.m.	2 presentations grade 2 (5 classes) Fry Bread
Indian Education Office	Penny Bradley 1:00 p.m.	Reading Workshop

April 23, 1982

April 30, 1982

Moapa Reservation Tribal Building	10:00 a.m.	1 presentation grade 2 3 classes

INDIAN CULTURE PRESENTATIONS

SCHEDULE FOR MAY

May 7, 1982

May 14, 1982

Twin Lakes 3300 Riverside Drive 647-3902	Ms. Nona Hamblin 9:00 a.m. Room 7	1 presentation grade 6 1 class

May 21, 1982

May 28, 1982

Indian Education Parent Evaluation

APPENDIX F

INDIAN EDUCATION PARENT EVALUATION
SPRING, 1982

My son/daughter is in _____ grade.

		PERCENT OF RESPONSES	
		YES	NO
1.	Parents were involved in the Indian Education Program this year.	32	68
2.	I was adequately informed of all Indian Education events and activities this school year.	87	13
3.	Due to the Indian Education Program, the community is more aware of our Indian heritage.	66	34
4.	I have attended a parent workshop this school year.	16	84
5.	The tutorial program available to my son/daughter has been explained to us.	53	47
6.	My son/daughter has participated in the Indian Education tutorial program.	35	65
7.	I have been shown test results indicating my child's progress in reading and mathematics.	60	40
8.	I have received Indian Education newsletters and information about Indian Education events.	97	3
9.	Ways I can help in improving my son/daughter's attendance at school have been shared.	48	52
10.	Indian Education cultural programs and people have helped my child appreciate his Indian heritage.	63	37
11.	Counselors have helped my son/daughter in choosing job and career goals for the future.	20	80
12.	The Indian Education Program has helped my son/daughter enjoy a more successful school year.	54	46

Any comments or suggestions you can make for improving this program are appreciated. _____

_____

_____

_____

Indian Education Parent Contact Information

APPENDIX G

INDIAN EDUCATION

PARENT CONTACT SHEET

Student _____ Phone # _____

Conference time _____ Elapsed time _____

Dates contact attempted _____

Times contact attempted _____

No. of calls _____ Parent returned call _____

Talked to: Mother _____ Father _____ Other _____

Contacted: by phone ____ at work _____ home visit _____

Conference held: at office _____ at home _____ at school ____

IEP discussed _____ signed _____

Problems _____

_____

_____

Parental attitude _____

_____

_____

Parent recommendations _____

_____

_____

_____

Teahher recommendations _____

_____

_____

_____

Follow-up _____

_____

_____

signed _____